

## **Arizona State Board of Nursing Self-Study Guidelines**

The Arizona State Board of Nursing requires programs to submit a self study for various types of applications: programs seeking to place students for clinical learning in AZ (A.A.C. R4-19-214); programs that do not have national accreditation (A.A.C. R4-19-207, R4-19-208, R4-19-210); new programs in the provisional, final approval stages (A.A.C. R4-19-207); and programs renewing their Board approval. The Board may also request a self study as part of a site visit review or interim site visit.

The Education Committee has determined that all self-studies, except for those submitted for national accreditation, utilize a worksheet provided by the Board, which contains the rules that must be addressed in a self-study. On the worksheet, the program must indicate whether they meet the rule, provide a complete and concise narrative in the appropriate section describing compliance, and indicated where the evidence is contained. An example is provided below. For all except out-of-state approvals, a site visit will be needed. If a site visit is needed, one electronic copy of the self-study and accompanying documents should be submitted at least 30 days in advance of the site visit. After the site visit, the program may modify the self study or documents and then must submit one electronic copy to Board staff. There may be other materials required for the application that will need to be submitted in addition to the self study.

### **REQUIRED DOCUMENTS FOR SITE VISIT**

One electronic copy in pdf format and 1 paper copy of the following arranged in order:

#### **I. Self-study**

- A. Title page with program name, address of program site, phone of parent institution/administrator, e-mail address, classification of nursing program by both educational degree (diploma, ADN, BSN) and licensure (RN/PN/Multiple exit).
- B. A description and short history of the program and parent institution.
- C. The “Application Worksheet” that contains each and every rule to be addressed: R4-19-201 to R4-19-206 with an accompanying narrative analyzing the extent to which the program complies with the rule. When writing the narrative, do not just affirm that the rule is met. The evidence demonstrating compliance with the full rule needs to be disclosed. For example there are criteria for faculty evaluation. The fact that full-time faculty are evaluated does not address the rule until all criteria as applied to all faculty are discussed.
- D. An appendix to include supporting documents such as charts, comparison graphs, and the evaluation plan (as described in the self-study guidelines). This is a list of documents to include in the self study is detailed below. Other materials may be requested during the visit.
  - Signed facility availability forms to cover all admitted cohorts until the first cohort graduates for new programs.
  - Regional or national and state accreditation documents
  - A comparison chart of the mission and goals statements of both the program and the parent institution showing consistency of mission and goals
  - Sample clinical contract
  - Organizational chart(s) indicating the position of the program within the overall structure of the parent organization and the organization within the program
  - Job description for nursing program administrator

- Program Systematic Evaluation Plan with the trended and aggregate results of the evaluation of each component as applicable
- Faculty evaluation tools/forms
- Job descriptions for faculty
- Faculty handbook/bylaws/policies that pertain to rule compliance (just include specific pages or paste policies)
- Nursing student policies that pertain to rule compliance (just include specific pages or paste policies)
- A chart of faculty including name(s), AZ or multi-state compact license #, educational background (including whether master's degree is with a major in nursing), teaching responsibilities, and years of patient care experience
- Curriculum evidencing congruency of program objectives/goals, level or course objectives, and unit objectives with content. A comparison chart is recommended (see below). Materials should include
  - Program outcomes/goals
  - Course sequence
  - Course descriptions
  - Level objectives, if any
  - Course objectives for all courses
  - Unit objectives for at least one nursing course
  - Course content outline for at least one nursing course
- If a preceptorship experience is offered, a description of the preceptorship consistent with the Boards advisory opinion "Preceptorship for Pre-licensure Students" available at <https://azbn.gov/education/policies-and-more>

II. Other Items: these items should be submitted to Board staff; they do not need to be bound into the self study

A. One copy of the college catalogue

B. One copy of the nursing student handbook

C. One copy of nursing program faculty handbook

Following submission and review of these materials, a determination of completeness will be made. If substantially complete, a site visit will be scheduled.

Please submit materials to:

Arizona State Board of Nursing

Attn: Education Department

Via email: [education@azbn.gov](mailto:education@azbn.gov)

Or via US Mail

1740 W Adams Street, Suite 2000

Phoenix, AZ 85007

**EXAMPLE OF SELF-STUDY WORKSHEET**

<b>Rule</b>	<b>Met</b>	<b>Description of how program meets rule requirement</b>	<b>Evidence (Document/page number)</b>
<b>D.</b> The parent institution shall center the administrative control of the nursing program in the nursing program administrator.	Met	Administrative control is centered in the nursing administrator. Dr. Susan Smith, the administrator of the program, provides leadership for the faculty and facilitates decision making. Dr. Smith represents the faculty and program at College Council meetings. Additionally Dr. Smith prepares and submits the program budget, is a part of the grievance process, and evaluates all faculty according to institutional policy and Arizona State Board of Nursing rules. Dr. Smith and the faculty jointly determine admission, graduation, and progression requirements for the program. Dr. Smith enforces faculty decisions.	Program Administrator Job description; Faculty meeting minutes; Nursing program Budget; Grievance Procedure (p. 24 Nursing Student Handbook).

**EXAMPLE OF CURRICULUM WORKSHEET—PROGRAM**

<b>Program outcomes</b>	<b>Level I Outcomes</b>	<b>Level II Outcomes</b>	<b>Level III Outcomes</b>
The graduate will work with the patient and health team members to establish priorities and manage care to achieve desired patient outcomes	The student will formulate and implement a plan of care for an individual client in stable condition.	The student will formulate and implement a plan of care for an acutely ill client.	The student will collaborate with other health care providers revise plans of care for clients across the lifespan to meet desired patient outcomes and delegate selected aspects of care to unlicensed personnel.

**EXAMPLE OF CURRICULUM WORKSHEET—COURSE**

<b>Course outcomes</b>	<b>Lesson Objectives</b>	<b>Content</b>	<b>Activities (Developed prior to implementation)</b>
The student will formulate and implement a plan of care for an individual client in stable condition	<p>The student will explicate the components of the nursing process.</p> <p>The student will utilize the nursing process in caring for a single stable client.</p> <p>The student will apply the nursing process in caring for a patient with respiratory disorders.</p> <p>Compare and contrast nursing interventions for clients with common respiratory diagnoses.</p>	<p>I. Components of the Nursing process</p> <p>A. Assessment</p> <p>B. Physical assessment</p> <p>C. Nursing Assessment</p> <p>D. Analysis .....etc</p> <p>II. Assessment of the patient with common respiratory disorders</p> <p>A. Physical findings; lab tests</p> <p>B. Functional abilities</p> <p>III. Care of the patient with common respiratory disorders: pneumonia, COPD, asthma, emphysema</p> <p>IV. Evaluation of care/progress</p>	<p>Group care plan</p> <p>Care plan assignment</p> <p>Demonstration of physical and nursing assessment</p> <p>Return demo—check-off</p> <p>Incentive spirometer demo</p> <p>Suctioning</p> <p>Trach care</p> <p>Oxygen administration</p> <p>Cough and deep breathe</p>